

COMMUNITY ENGAGEMENT

A Strategic Framework and Guide



Prepared by the Assembly Committee
on Community Engagement, Oct. 2006

Alberta Children's Services

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Editors Note: This latest version (June 06) contains the recommendations and updates developed by the Community Engagement Framework Committee during it's past years work. To easily indicate changes in the text (other then the updated examples) from the original work to the reader, underling has been used. Should you have any additional comments to enhance the use of this document, please send an email with your comments to either Mary Jane Graham at MaryJane.Graham@gov.ab.ca or Mike Cooper at Mike.Cooper@gov.ab.ca of Governance Services, Alberta Children's Services.

1. INTRODUCTION

Community engagement embraces a whole spectrum of activities that support a two-way communication process. In Alberta community engagement is part of the way the government involves Albertans in things that matter to them. Community engagement is also a key part of the way the Ministry of Children's Services conducts business with Albertans, for example, through the organizational structure of board governed Child and Family Service Authorities (CFSA), or the Ministry's relationship with Delegated First Nations Agencies (DFNAs) as well as Family and Community Support Services (FCSS) across the province.

Children's Services strategic directions supporting the government's business plan are: prevention – a healthy start and supports for children to learn, grow and succeed; preservation – a safe nurturing family environment for children; protection – a safety net to protect vulnerable children in need; partnerships – a community to help families raise their children. A goal of Children's Services is that communities will have the capacity to **plan** and **deliver services** that promote the well-being of children, youth and families. What is new within Alberta Children's Services is an emphasis on the following objectives:

- Using community engagement as a means to enhancing community capacity for shared planning and delivery of services,
- Development of community engagement strategies to ensure a more comprehensive approach to responding to needs of children and families,
- A desire to share information on successes and best practices for community engagement.

With this emphasis there is an identified need to develop a common understanding of community engagement for the Ministry and for its clients and stakeholders, in order to be able to better plan, deliver and track progress in achieving the objectives noted above. Therefore, it is expected that on an annual basis the CFSAs and Department will share information on the identified Community Engagement initiatives.

Community engagement has been identified as a high priority for the Ministry. The Assembly of Co chairs played a leadership role in developing the Community Engagement Framework and continues to steward the evolution of the framework and oversee its implementation through the ongoing work of the Community Engagement Framework Implementation committee.

This committee comprised of Co chairs, department representatives as well as regional staff and consultants spent several months developing this document, field-testing it to understand and confirm value, and supported the formal announcement and introduction within Alberta Children's Services system. While this committee's membership has changed over the last couple of years, it has for the past year regularly met to review uses, results and work to enhance the Community Engagement Framework and this document.

This document contains a number of examples of community initiatives that used the CEF to assist in the design, development and successful implementation and evaluation of the specific community initiative presented. To this end, the CEF and this document should be viewed as a work in progress, which will be enriched over time by the sharing of new learning's and benefits attained through its successful use in enabling communities to better **plan** and **deliver services** that promote the well-being of children, youth and families.

1.1 CONTEXT

Community Engagement embraces a whole spectrum of activities that support the two-way communication process and relationship development. It is helpful to think of community engagement as a continuum of ongoing activities seeking active participation from the community in a variety of ways. Some activities within a community engagement process encourage more active participation and require a deeper commitment of time and resources by all parties. These are referred to as the four Levels of Community Engagement.

1.2 Levels of Community Engagement

LEVELS OF COMMUNITY ENGAGEMENT	WHAT HAPPENS AT THIS LEVEL
Shared Decision Making	- Decision is completed via a community of defined participants involved before, during and after this action. - Decision making approach (e.g. Autocratic, Democratic, Consensus, Unanimous) is formally established and used to make the decisions. - Communication of decision(s) to identified stakeholders (interested parties) is completed shortly after the decision.
Shared Planning	- A joint activity in which two or more parties develop their ideas and find common ground on issues and challenges, short or long term desired futures and potential goals and strategies to meet those goals. - Community-focused shared planning is composed of key elements of thoughts and communication designed to give meaning by focusing on the impact of change in the use of all involved community resources.
Consultation	The formal exchange of relevant information, opinions, input, advice and feedback collected for consideration from the community members attending the session.
Information Sharing	The formal exchange of topic relevant information amongst the community parties attending the session.

All four levels of community engagement strengthen the capacity of a community; each level, however, focuses on a different aspect of involvement (as best presented in the Continuum of Community Involvement on the next page) and empowers the community, in a different manner, when applied to an identified community initiative.

1.3 Continuum of Community Involvement



Where in the Continuum of Community Involvement Do You Want to Finish?

1.4 Benefits

There are many benefits, which can be gained via the use of the Community Engagement Framework and some of those have been identified as:

- Providing a common approach to the community engagement process enables those involved to be better able plan it, develop it, implement it, assess it and report on it), for each community engagement initiative for which resources are being used;
- Creating an increased focus around the whole area of community engagement, including the dialogues with Board, Staff, and Partners;
- Raising the level of discussion and review around the community engagement initiatives that are either starting, are underway or are completing;
- Assisting in work with Aboriginal communities both identifying goals and tracking outcomes;
- Providing a tracking mechanism, as CEF serves as a method to identify and capture key information about our community engagement initiatives, which can then be shared and reviewed over time for greater insight and understanding;
- Allowing for clear and concise communications including the answering of community engagement initiatives questions from interested parties.

2. THE COMMUNITY ENGAGEMENT FRAMEWORK

The intent of a Community Engagement Framework (CEF) is to provide parameters that create a common lens through which community engagement initiatives can be viewed, understood and reported about. To this end, a community engagement framework facilitates the planning and achievement of the desired goal of increased community capacity.

According to Webster's Unabridged Dictionary (2nd Edition) 'capacity' is defined as: "actual or potential ability to perform, yield, or withstand". The context in which capacity is used in this document is to describe the state at which a community or society is able to effect change(s) thru a specific initiative, focused upon achieving the desired outcomes or vision.

The proposed framework is based on the following assumptions:

- The nature of community engagement is evolutionary.
- Community engagement is a means to achieving desired outcomes.
- Community engagement involves a number of different stakeholder groups that share an interest in the desired outcomes, but who also may have different concerns and priorities.
- There are various (four) levels of and purposes for, community engagement.
- Regions are at varying levels of community-focused development.

The proposed framework is presented on the following pages in table format. It is structured with the following components:

- **Defining** - the key questions to be answered for each identified community engagement initiative i.e. What Is To Be Achieved? How Is It To Be Achieved etc.,
- The supporting business **Element** being addressed (Outcomes, Strategy, Roles, Assessment, and now the addition of Resources, Risks and Timelines),
- The **General and Specific Considerations** have been consolidated in the table format and provides additional sub-questions and supporting information, to assist the CEF user in mapping each selected community engagement initiative.

2.1 Application of the Community Engagement Framework

There are a number of uses for the CEF. It has been used to help plan everything from a single community initiative involving a limited number of other organizational participants to assisting in the design and development of CFSA strategic planning and reporting. Many examples of the use of the CEF are presented in this document, for your review and consideration.

However, its primary focus is as a means of enabling the identification of a common level of information required about each community engagement initiative underway or currently being planned by a Child and Family Services Authority (CFSA), a First Nation or Métis Authority, or the Alberta Children's Services Department.

While the framework could be applied to any initiative where the organization's resources are being applied, it is recommended for use with those initiatives that are designed specifically to enhance community capacity: where the intent is to leveraging the talents, resources and skills of people in the

community in order to increase the collective focus and work for social change directly focused on children, youth and families. Other organizations or groups can also adapt the framework as a tool for planning community engagement initiatives or reporting on them in a common and consistent fashion. Positive feedback has been provided, that indicates the CEF can and has been also used for the design, development and implementation as well as the evaluation, of specific community initiatives.

Therefore, the CEF can best be applied by using the information categories and questions provided in the following table to assist the user in exploring, understanding and stating key information related to a specific community engagement initiative.

ELEMENTS	DEFINED INFORMATION CATEGORIES	GENERAL CONSIDERATIONS AND/OR SPECIFIC CONSIDERATIONS
Identity	Community Engagement Initiative Name?	What is the formal name of the community engagement activity or project for which you are providing information?
Outcomes	What is to be achieved?	Why are we doing community engagement? Communities will have the capacity for shared planning and delivery of services that promote the well being of children, youth and families. Improve the Ministry's capacity for shared planning and delivery of services (Source: Ministry Business Plan - Goal 5). CFSA engagement supports the principles of: ▪ Community-based services ▪ Early intervention services ▪ Improved services for Aboriginal children and families ▪ Integrated Services
	Why are you doing a specific community engagement?	So communities are better able to respond to the needs, values and cultures of children and their families So children, youth and families participate in decisions that affect them So Albertans are involved in addressing issues faced by children, youth and families. (Source: Ministry Business Plan Outcomes) Other Outcomes: Raised community awareness of issues Skills development
Strategy	How is it to be achieved?	How will we approach community engagement? Facilitate opportunities for citizens to participate in public forums and discussions to advance the well being of children, youth and families, including Children's Forum, Youth Advisory Panel and Youth Forums. (Source: Ministry Business Plan – Strategy)

ELEMENTS	DEFINED INFORMATION CATEGORIES	GENERAL CONSIDERATIONS AND/OR SPECIFIC CONSIDERATIONS
	What will the level of the engagement be?	- Is it for: - Shared Decision Making - Shared Planning - Consultation - Information Sharing - Where in the continuum of involvement are we starting and hoping to finish? - Community advised in advance before decisions are implemented - Community provides advice before decisions are made - Community participates in shared planning - Decision-making by community Ultimately, community engages in identification of strategies to respond to needs and shares in delivery of response.
Authorities, Roles and Responsibilities	Who in the Authority is responsible?	At what levels should engagement occur? Governance Level (CFSA Board), System Planning, Oversight and Policy Level (Department), Service Delivery Management Level (CEO/Management Team), Service Delivery Level (CFSA or contracted entities)
	With whom are you engaged?	Open Selection Communities of place: - Geographic community, Targeted Selection - Communities of interest: - Consumer community - Citizens with particular shared interests - Aboriginal Community - Service Community, including Regional Partners: - DFNA, FCSS, RHAs, Municipalities, School Boards Longer term – Who engages the Ministry?

ELEMENTS	DEFINED INFORMATION CATEGORIES	GENERAL CONSIDERATIONS AND/OR SPECIFIC CONSIDERATIONS
	What was achieved?	What is the planned evolutionary process of Ministry goal regarding community engagement? - How has community been involved? - What has been done with community input? - To what extent have community priorities been reflected? Determination of the <i>nature</i> of engagement will lead to identification of initial and longer-term outcomes and measures. The nature ranges from: - Information Sharing - Consultation about issues - Shared Planning - Shared Decision-Making Over time, engagement shifts from being predominantly Ministry driven to a stronger emphasis on it being community driven and a shared responsibility with the Ministry for providing services to children and families.
Assessment	How was success measured?	Ministry Outcomes: Initial outcome measures focused on measuring community engagement in Ministry planning and delivery of services: - What are the core relationships between CFSA's at Board, CEO and staff levels and community? - How is community consulted on CFSA strategic and business plans? - How do CFSA strategic and business plans reflect community priorities through strategies and allocation of resources? - To what extent does this initiative work to address gaps between community needs and services delivered? - How has the CFSA forged relationships with Aboriginal Communities? - How have regional partnerships been forged with key players e.g. FCSS, RHA, School Boards? - How have service providers in region been engaged in development of common regional outcomes and response? CFSA Outcomes: Specific Community Engagement on Issues - Survey participants against objectives of initiative and role they were asked to play Longer-term outcome measures to focus on measuring nature and degree of planning and delivery of services undertaken by the community with support from Ministry and evidence that the Ministry is readily included in community capacity building. - To what extent are prevention and preservation services provided by the community?
		Future Requirements Have Been Added Based Upon 2005/6 Feedback

ELEMENTS	DEFINED INFORMATION CATEGORIES	GENERAL CONSIDERATIONS AND/OR SPECIFIC CONSIDERATIONS
Implications	<i>What is the assessment of the risk/opportunity?</i>	Have we assessed and identified the risk/opportunity areas?
	<i>What is the strategy do reduce identified risks?</i>	What specific risk reduction strategy have we defined to address each identified risk?
Resources	<i>Are all the types of resources required to complete the initiative identified?</i>	Have we identified all the necessary resources to achieve the desired outcomes?
		What specific resources will be required and at what level(s)? (e.g. peoples time, dollars, physical space)
Time-Line	<i>Have you identified checkpoint and completion dates?</i>	What checkpoints will we use to measure our community initiative?
		What completion has been defined for this community initiative?

3. IMPLEMENTATION OF THE COMMUNITY ENGAGEMENT FRAMEWORK

The CEF provides a full range of options for engagement. Implementation of the framework requires planning at both the provincial and regional levels to identify the base level of consultation to be carried out across the province.

At a provincial basis, the CEF provides a means by which the determination of and agreement on a base level of engagement can be achieved, for each specific community initiative, within a specified time period. This base level, CEF would address the following questions (at both a General and Specific consideration level) as indicated in the previous chart:

- | | |
|---|--|
| ■ What is to be achieved? | (Outcomes of community engagement) |
| ■ How is it to be achieved? | (Strategy for community engagement) |
| ■ Who is responsible? | (Authorities, roles and responsibilities for community engagement) |
| ■ What was achieved? | (Assessment of community engagement) |
| ■ What is the risk/opportunity? | (Implications and actions for risks/opportunity) |
| ■ Identification of required Resources? | (Necessary resource identification) |
| ■ Time-Line | (Defined checkpoint and completion dates) |

At the regional level, the community engagement framework provides a means by which the CFSA can identify, track and report on their initiatives:

- Key outcomes to be achieved;
- Level of engagement (e.g. Shared Decision Making, Shared Planning, Consultation, Information Sharing);
- Nature of engagement (e.g. what types of community investments are we making.);
- Core measures for community engagement; and
- Risk areas and agreed to time-lines for the initiative.

This would ensure that community engagement across the province is addressing at a minimum level, the same key elements, in a common manner. Provincial delivery system recommendations on the level and nature of current community engagement for CFSAs and the Department can therefore be presented consistently, via a common approach, to the Minister.

The chart below "**Mapping Community Engagement Initiatives**" outlines the same required initiative information mapped to the CEF format.

3.1 Mapping Community Engagement Initiatives

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	The formal name of the community engagement activity or project for which you are providing information
Outcomes	<i>What is to be achieved?</i>	An indication of the overall outcomes that this community engagement initiative expects to achieve
	<i>Why are you doing a specific community engagement?</i>	Indicate the broad intent and scope of this community engagement initiative.
Strategy	<i>How is it to be achieved?</i>	How will community engagement be approached via this specific initiative and with what resources?
	<i>What will the level of the engagement be?</i>	Indicate how the engagement initiative is focused on one of the following: Shared Decision Making, Shared Planning, Consultation or Information Sharing.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Indicate the key roles and responsibilities associated with this community initiative. Define the communities of interest with whom you are involved with via this initiative (e.g.) Consumer Community – citizens with particular shared interest, Service Community – government Ministries, ACS (Dept.), DFNA, FCSS, RHA, Municipal School Boards, etc.
	<i>With whom are you engaged?</i>	
Assessment	<i>What was achieved?</i>	Identify what was successfully achieved (direct and indirect) as a result of this community engagement initiative.
	<i>How was success measured?</i>	Identify how progress will be measured in the short-term (<13 months) and also the longer term (>12 months).
Future Requirements		

It also serves as a guide to the “**Applications of the Community Engagement Framework**” template that follows, which provides a simple means to list all key community engagement initiatives. The examples presented were selected from samples sent into the committee for sharing with the reader to enhance the understanding and use of this document.

Lastly, the future requirement to enhance the above chart with the additional information relating to (Implications, Resources and Time-Line) are not shown above and in the following examples as the information was not collected during the current business year 2005/06.

Example #1

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Southwest Youth Network Advisory Panel - The youth members of the panel will use the model to develop a focused forum to determine youth related issues that will be considered for inclusion into the regional business plan.
Outcomes	<i>What is to be achieved?</i>	Involve youth in issues identification.
	<i>Why are you doing a specific community engagement?</i>	To move youth related issues forward within the regional business plan.
Strategy	<i>How is it to be achieved?</i>	To host a regional youth forum to ensure that organizational directions are consistent with issues identified by youth in communities.
	<i>What will the level of the engagement be?</i>	Young people will be trained to design and deliver their forum.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	The Board/CEO/senior staff.
	<i>With whom are you engaged?</i>	Youth from across the region.
Assessment	<i>What was achieved?</i>	Youth come together to determine issues.
	<i>How was success measured?</i>	Youth related issues are identified in the business plan. They will be reported in the annual report.
Future Requirements		

Example #2

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Collaborative Planning Day.
Outcomes	<i>What is to be achieved?</i>	A day of networking, stakeholder contribution and shared planning will be organized. This initiative will provide the opportunity for everyone to get together and learn from one another.
	<i>Why are you doing a specific community engagement?</i>	By having a Collaborative Planning Day we will gain insight into our region. All involved and all those interested will have the opportunity to be a part of the shared planning and networking. The goal would be to take what is learned here and apply it better; more community informed understanding of our region's unique needs to the business plan.
Strategy	<i>How is it to be achieved?</i>	This is to be an annual event in region 2. It will be held around the same time each year so those who like to come can plan for it early. Letters of invite will be sent out; advertisements are put into the paper announcing the event.
	<i>What will the level of the engagement be?</i>	The day will involve a report on the region's activities from the CEO, a report from the board and a keynote speaker. Part of the day will be spent in small group sessions where different issues will be addressed. A lunch is provided and the environment would be informal. It will be a time for fellowship and finding a shared vision.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	With direction from the board the CEO plans the day. The community specialist will also assist in the planning. The administrative assistant sends out the invitations, books the facility and plans the meal.
	<i>With whom are you engaged?</i>	Any interested partners in region 2. This would include school boards, FCSS, PHA, Police, CFSA staff, Foster Parents, etc.
Assessment	<i>What was achieved?</i>	By engaging the community and all the interested parties an opportunity was provided for shared planning, collaborative consultation and information sharing. At the end of the day all those involved felt they had a part in shaping the future of our region and that what they had to say was heard by everyone. A summary of the day will have an impact and help provide positive direction for the region 2 business plan.
	<i>How was success measured?</i>	An assessment of the day is requested by all those in attendance. This document is used to assist with the planning of the next Collaborative planning day and to measure the outcome of the day. In the long term we like to see a growth in our planning day. Also, when it comes to putting the business plan together we can tell how much the planning day contributes. The value of this initiative is truly measured by the increase in satisfaction from the community and will always be an ongoing initiative.
Future Requirements		

Example #3

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Complex Kids Collaborative
Outcomes	<i>What is to be achieved?</i>	Encourage cross-sector cooperation and collaboration in providing services to children with complex needs.
	<i>Why are you doing a specific community engagement?</i>	Children with complex needs require services from Children's Services and Calgary Health Region simultaneously.
Strategy	<i>How is it to be achieved?</i>	A memorandum of understanding for information sharing has been drawn up between the Calgary Health Region and CFSA. Three permanent staff are committed to the program: a program manager, jointly appointed by both organizations; a Children's Services complex kids specialist, and a mental health case facilitator.
	<i>What will the level of the engagement be?</i>	Shared planning/ decision making.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Board, CEO and Management.
	<i>With whom are you engaged?</i>	Calgary Health Region (Child and Youth Mental Health Program).
Assessment	<i>What was achieved?</i>	Draft memorandum of understanding for information sharing. Three permanent staff hired and located at a CFSA site.
	<i>How was success measured?</i>	
Future Requirements		

Example #4

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Community Engagement Framework Implementation.
Outcomes	<i>What is to be achieved?</i>	CFSA has consistency in engaging community in planning and consultation.
	<i>Why are you doing a specific community engagement?</i>	Effective approach to community engagement. Increase capacity building efforts of CFSA. Ensuring evaluation of engagement activities.
Strategy	<i>How is it to be achieved?</i>	Sharing with board and used in planning for board engagement activities.
	<i>What will the level of the engagement be?</i>	Information sharing. Shared Planning.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Partnership, Strategy and Business Planning Unit – Information Sharing Board and CEO – Planning.
	<i>With whom are you engaged?</i>	Board/Management Partnership, Strategy and Business Planning Unit.
Assessment	<i>What was achieved?</i>	Board uses framework in community engagement planning; Board identifies value in community engagement tool.
	<i>How was success measured?</i>	Board reports value in engagement tool. Board Continues use of engagement tool in planning activities. - Board Reports increased outcomes in engagement activities.
Future Requirements		

Example #5

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	Community Engagement Initiative Name?	Regional Parent Link Planning Meeting Killam, AB July 27th, 2005
Outcomes	What is to be achieved?	Information sharing on Parent Link planning process for Year 2 of the initiative. Update from current Parent Link centres on the success and challenges they have faced over the last year. Through discussion all participants reach consensus on the regional Year 2 plan.
	Why are you doing a specific community engagement?	Increased awareness on Parent Link planning process. Increased awareness on Parent Link programming. The inclusion of as many community representatives possible to aid in the developing our regional Parent Link Plan Our regional Parent Link Year 2 Plan is approved.
Strategy	How is it to be achieved?	Facilitated discussion on Parent Link planning process. Facilitated discussion on challenges and successes of current Parent Link centres. Open discussion from both a regional and community's perspective on Parent Link programming.
	What will the level of the engagement be?	Discussion, information sharing and consultation with community members attending. Shared planning around Parent Link initiative.
Authorities, Roles and Responsibilities	Who in the Authority is responsible?	Robert Andrews, David Wilson, Parent Link Centres and ACS staff in attendance.
	With whom are you engaged?	Representatives from original planning committee that included agency and community members with the invested interest in services to children, youth, families and communities.
Assessment	What was achieved?	Update from ACS staff regarding the Parent Link initiative from a Department perspective - including expectations on planning and programming. Information provided from current Parent Link centres on the success and challenges they have experienced. Consensus reached on the regional Year 2 plan from both budgetary and programming areas.
	How was success measured?	Open discussion throughout the planning meeting. Minutes taken reflect feedback on success of process. The fact consensus was reached. A plan was developed and submitted.
Future Requirements		

Example #6

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Parent Link Centre Proposal Development and Location Planning
Outcomes	<i>What is to be achieved?</i>	Region 6 has 3 excellent proposals developed and submitted to the Ministry by October 31 2005; Future Locations for PLCs, including order of priority for distribution of all remaining PLCs, is determined this year; The process used is an effective collaborative process; It is desirable that some of the remaining PLCs be designated by the community as Aboriginal PLCs.
	<i>Why are you doing a specific community engagement?</i>	The Department of Children's Services has allocated funds for 3 PLCs for this fiscal year bringing the total number of PLCs in our CFSA to 6, provided this year's proposals are approved. The Department has also earmarked funds for the development of 5 more PLCs between now and 2009. Parent Link planning this year must include the following: Deliver Parent Links presentations to Region 6 communities Invite Regional representatives to a planning day to plan where to place PLCs; Use maps and a survey to assist with the determination of where to place PLCs in Region 6; Determine location of all 11 PLCs in Region 6; Prioritize 3 areas to develop proposals this year Prioritize areas to receive the remaining PLCs; Develop community stakeholder planning tables to develop the proposal.
Strategy	<i>How is it to be achieved?</i>	Community Wide Presentations; A planning day of Regional representatives to plot on a map the location of all remaining PLCs Community planning tables to be used to develop each separate PLC proposal; A tender process to choose an effective leader (an Agency, stakeholder, or group of two or more stakeholders/agencies, etc.) to lead the community planning tables for the development of each PLC; The successful agency through the tender will also become the contract holder the PLC subsequently
	<i>What will the level of the engagement be?</i>	Community wide presentations on PLC process. Conduct a survey of participants at presentations to determine what criteria is important in determining where to place PLCs in Region 6. Region wide representatives come together to plot locations of Region 6 PLCs. Local area planning tables to plan and develop the PLC proposals.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Brian Holden
	<i>With whom are you engaged?</i>	Early Intervention, Early Childhood Development stakeholders and agencies, Aboriginal Early Intervention and Early Childhood Development stakeholders and agencies; FCSS, Capital Health, Schools, Child Care Centres ; Joint Action Committee for Children; Community Partnership Enhancement Fund Committee; Neighbourhood Centres, FSCD interested stakeholders, Parents.

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Assessment	<i>What was achieved?</i>	Community stakeholders are made aware of Parent Links planning process and those interested have an opportunity to be involved in the planning and development of a PLC proposal to be submitted to the Ministry for approval. A group of community wide representatives assist in making the decision on determination of PLC locations in Region 6. The PLC proposals are developed through a collaborative community engagement approach. Aboriginal Early Intervention and Early Childhood Development stakeholders become involved in the Parent Links planning process. The Ministry panel approves region 6 PLC proposals.
	<i>How was success measured?</i>	A survey will be developed to send out to all participants throughout the PLC planning process to determine if community engagement outcomes were met. The Ministry in conjunction with the CFSA is developing measurement tools.
Future Requirements		

Example #7

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Meeting with community stakeholders in conjunction with monthly board meetings.
Outcomes	<i>What is to be achieved?</i>	Community's concerns, values, and interest are understood by the board.
	<i>Why are you doing a specific community engagement?</i>	Communities are better able to respond to the needs, values and culture of children and families.
Strategy	<i>How is it to be achieved?</i>	Invite community partners to an evening event with the board, local office staff and other key staffs if applicable. Recommendation: Consider structuring the program more for exchange of information.
	<i>What will the level of the engagement be?</i>	Information sharing, consultation about issues, support to community planning and decision making Recommendation: Identify the issues the board may want information on and make it a part of the program. E.g. in Hinton we may want to engage the community on the Crystal Meth problem.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Board: Respective member providing list of the stakeholders in their Sphere of Influence that should be invited to EA Following up on invitation a week before the meeting to remind the invitees to attend the meeting. Recommendation: use the electronic format where possible to send invitations; use interagency key person to send the invitations; local board member to make connection with the interagency and give heads up that this is coming; include the local board member's name when requesting the fan out of invitation.
	<i>With whom are you engaged?</i>	Community stakeholder groups identified by members facilitating Sphere of Influence participation.
Assessment	<i>What was achieved?</i>	How the community is engaged, what was done with community information, extent to which CFSA integrate community information in their strategic and business planning. Recommendation: Send thank you note to all participants in a bulk electronic mailing through interagency and request their presence in upcoming business planning sessions. We need a baseline partnership satisfaction survey to measure the outcomes of our community engagement progression.
	<i>How was success measured?</i>	Increased level of understanding on community capacity The numbers of meetings we have done, the better understanding on the board side of the community capacity is gained. The dialogue between the stakeholders and the board has been open, and focused on working towards finding solutions.
Future Requirements		

Example #8

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	Community Engagement Initiative Name?	Fox Creek Children in Crisis Meeting
Outcomes	What is to be achieved?	Collaboration between agencies who are working with children in common.
	Why are you doing a specific community engagement?	Fox Creek's version of school team.
Strategy	How is it to be achieved?	Meeting 1x/mo with local agency reps to discuss what children agencies are concerned with.
	What will the level of the engagement be?	Meeting 1x/month at Fox Creek School, chaired by the principal.
Authorities, Roles and Responsibilities	Who in the Authority is responsible?	Dr. Walker, principal.
	With whom are you engaged?	Agency reps.
Assessment	What was achieved?	Information sharing that is useful in casework, offering suggestions to deal with common issues.
	How was success measured?	No measure used by the chair.
Future Requirements		

Example #9

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	Community Engagement Initiative Name?	Enhancing Quality and Capacity in Child Care.
Outcomes	What is to be achieved?	Strategies and action plans to provide quality, accessible, affordable child care (0-6 yrs) consistent with the 5 point plan to leverage enhanced ECD for this region.
	Why are you doing a specific community engagement?	Child care in Ft. McMurray and surrounding area is considered to be in a near crisis situation. Communities and interested groups need information and assistance to engage in resolving child care space shortage issues.
Strategy	How is it to be achieved?	1. Conduct a current needs assessment and provide input to planning for additional child care spaces by surveying elementary school children parents in current or planned need. 2. Host a one day community consultation to bring all stakeholders and parents together.
	What will the level of the engagement be?	Consultation process with stakeholders (industry, Keyano College, School Boards, Health Region RMWB, and all other interested parties); parents.
Authorities, Roles and Responsibilities	Who in the Authority is responsible?	Consultant in conjunction with CFSA staff, i.e. Licensing Officer, Community Development Manager.
	With whom are you engaged?	Stakeholders, CFSA staff, community members.
Assessment	What was achieved?	December 2005 – consultant hired and report provided on enhancing quality and capacity in child care. From report strategies were identified to address the 4 common themes that emerged from this consultation: 1) accessibility, 2) quality, 3) affordability and 4) awareness/needs definitions/marketing.
	How was success measured?	Short term: to be completed. Long term: to be completed.
Future Requirements		

Example #10

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	Community Engagement Initiative Name?	Business Planning Consultation Meetings.
Outcomes	What is to be achieved?	Feedback from various community stakeholders on the Authority's 2006-2009 business plan goals, outcomes, and strategies.
	Why are you doing a specific community engagement?	To garner feedback from all the community stakeholders to formulate the strategies to best actualize the Authority's 2006-2009 business plan goals.
Strategy	How is it to be achieved?	One-day workshops in St. Paul, Lac La Biche, High Prairie, and Paddle Prairie Métis Settlement will enable all community stakeholders to participate in their respective areas. At these forums all parties will be able to dialogue with each other to discuss the strategies needed at the community level to best support the Authority's business plan (2006-09).
	What will the level of the engagement be?	Informal dialogue with key community partners in a one-day workshop setting.
Authorities, Roles and Responsibilities	Who in the Authority is responsible?	The Authority is responsible for facilitating the Business Planning Consultation meetings in each area.
	With whom are you engaged?	We are engaged with local, regional and provincial partners. This includes Settlement councils, Settlement residents and representatives from a myriad of stakeholders all of whom are key to the success of supporting Métis Settlement children, youth, and families.
Assessment	What was achieved?	1. Building and strengthening of existing partnerships with the service providers and community residents and Settlement councils. 2. Formulation of community based strategies to support the Métis Settlements Child and Family Services Authority's business plan (2006-09).
	How was success measured?	1. More participation and involvement of stakeholders in interagency meetings. More communication between the Settlement residents and community service providers through regular and meaningful dialogue at the community level. 2. The end product of these Business Planning Consultation meetings is the completion of a workbook that contains all the stakeholders' strategies or activities that are needed to reach the Authority's business plan goals. Participants are given the opportunity to write down their strategies to best support the Authority's business plan goals. Once all the consultations are done all the feedback is used to write the business plan and once approved all community partners at the meetings receive a final copy of the Authority's business plan.
Future Requirements		

Example #11

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Community Engagement Framework Committee (CEFC).
Outcomes	<i>What is to be achieved?</i>	Oversee and test the application of the CE framework in the regions.
	<i>Why are you doing a specific community engagement?</i>	1. Develop an approach for use and improvement of the CEF and associated documentation, 2. Support the use and collection of information related to the CEF during the next business cycle, 3. Define an approach for tracking progress, 4. Understand in greater detail the applicability of CEF to the Aboriginal community,
Strategy	<i>How is it to be achieved?</i>	CEFC has agreed to meet four times during the coming year: Dates: April 26, 2005 September 14, 2005 November 1, 2005 February 1 & 2, 2006 Time: 9:30am - 4pm Place Sterling Place, Edmonton. 1. Meeting Method: Face to Face (conference calls and emails will be used between meetings). 2. Through sharing information on successes and best practices for community engagement. 3. Regular communication.
	<i>What will the level of the engagement be?</i>	1. CEFC will operate in a shared decision making fashion using Consensus as the decision making approach for the attainment of the defined strategies and outcomes. 2. Formal review and agreement are required once the complete membership of the CEF Committee has been established.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	1. Sponsors are: The Assembly of Co-Chairs and the ADM of Community Strategies Division. 2. CEF Committee Members are: CFSA Champions – 10o Department – 3o CEOs – 1 or 2o Facilitator – 1. 3. Support from Governance Support Unit. 4. The CFSA CEO and Staff, Deputy, ADMs and Department staff, DFNA, FCSS.
	<i>With whom are you engaged?</i>	1. CEF Committee Members are: CFSA Champions – 10, Department – 3, CEOs – 1 or 2, Facilitator – 1. 2. Support from Governance Support Unit. 3. The CFSA CEO and Staff, Deputy, ADMs and Department staff.

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Assessment	<i>What was achieved?</i>	Short-term (<13 months). Completed a committee member assessment against the four objectives stated above. At the end of the year: Results: Q1=4.0, Q2=3.4, Q3=3.0 and Q4=1.0 Scale: 5 = Exceeded; 3 = Met; 1 = Missed
	<i>How was success measured?</i>	Longer term (>12 months)
Future Requirements		

Example #12

ELEMENTS	DEFINED INFORMATION CATEGORIES	DESCRIPTION
Identity	<i>Community Engagement Initiative Name?</i>	Community Incentive Funding (CIF).
Outcomes	<i>What is to be achieved?</i>	Coordinated, collaborative process will develop and implement locally based PFVB projects. Consultative and decision making process will be enhanced.
	<i>Why are you doing a specific community engagement?</i>	To support key action area identified in the Alberta Roundtable on Family Violence and Bullying Finding Solutions Together Document - A collaborative, coordinated community response. Communities are best able to identify and implement projects that meet their own unique needs.
Strategy	<i>How is it to be achieved?</i>	Communities identify prevention /intervention /support /follow-up project to meet specific community needs. Funding requirement is that applicants must be part of a local community action plan that mobilizes area into action. PFVB offers support to applicants throughout the submission and implementation of project.
	<i>What will the level of the engagement be?</i>	PFVB provides information, guidance and support to applicants through the proposal and project implementation stages on an 'as requested' basis. PFVB works closely with regional review teams on a consultative basis. Shared decision making regarding recommended applicants is done between the Ministry and regional review committees.
Authorities, Roles and Responsibilities	<i>Who in the Authority is responsible?</i>	Overall responsibility for CIF is the PFVB Community Mobilization Branch Manager within the Children's Services Ministry.
	<i>With whom are you engaged?</i>	Children's Services Ministry, regional family violence coordinators, local coordinating committees of diverse stakeholders and funding applicants are among those engaged.
Assessment	<i>What was achieved?</i>	The number and strength of applications received and the many inquiries to PFVB on the next round of CIF indicate that communities across Alberta felt there was a need for the funding and that the process of community engagement through community partnerships is supported.
	<i>How was success measured?</i>	It will be measured by interim and final project reports. The larger success will be the expanding network of communities engaging in effective locally based collaborative partnerships to implement PFVB strategies throughout Alberta.
Future Requirements		

4. DEFINING SUCCESS

Community engagement success can be defined from many perspectives. The following points serve as a guide to reflect upon, when reporting success:

- What are the core relationships between the initiating organization e.g. CFSAs at Board, CEO and staff levels and community?
- How is community consulted on strategic and business plans e.g. by the CFSA?
- How do strategic and business plans i.e. CFSA, reflect community priorities through strategies and allocation of resources?
- To what extent does this community engagement initiative work to address gap between community needs and services delivered?
- How have working partnerships with Aboriginal communities (both on and off reserve) been developed?
- How have regional partnerships been forged with key players (e.g. FCSS, RHA, School Boards)?
- How have service providers in the region been engaged in development of common regional outcomes and community response?
- How has community been involved in developing and defining initiatives?
- What has been done with community input?
- To what extent have community priorities been reflected?

5. GLOSSARY

The following definitions have been developed for the purposes of this framework:

- **Aboriginal** – includes First Nation on and off reserve, Métis and Inuit.
- **Community** – communities can be defined in different ways. Fundamentally communities are either communities of place or communities of interest. In communities of place the 'community' is defined by an area with physical boundaries e.g. neighbourhood, region, etc. In communities of interest the 'community' is defined by a shared interest, experience or demographic characteristic e.g. young people with disabilities, working population, etc.

Thus community may be defined in terms of place (e.g., localities, neighbourhoods, history), interest (e.g., faith, leisure, profession, political party, organization), identity and experience (e.g., race, gender, sexuality, class, age, disability), circumstance (e.g., workplace, residential institutions, school, colleges), and values and kinship. (Based on the work of Liz Kelly, London Metropolitan University.)

- **Engagement** – a process of dialogue based on mutual relationship that informs decision-making.
- **Community Engagement** – embraces a whole spectrum of activities that support the two-way communication process and relationship development. Consultation, involvement, participation and research are all terms that are regularly used, often interchangeably, to describe community engagement. However, each term refers to intrinsically different forms of engagement, which are dependent on the overall objective of a particular initiative/project.

A number of different levels of community engagement exist, ranging from information-giving to a community, to the other extreme supporting – helping communities develop and implement their own plans. This is the most ambitious level of engagement and aims to maximize community empowerment and capacity building. (Also see Arnstein's Ladder of Participation for similar model).

- **Stakeholders** – a generic term for all people who have an interest in or are affected by the work of the Ministry of Children's Services. This includes children and youth, families, businesses, government, public service organizations, voluntary organizations, service providers, etc.
- **Consumers** – individuals, family or organization units that acquire or use services from the Ministry of Children's Services or through its contracted service agencies.
- **Service providers** – organizations, including contracted service agencies delivering services to consumers.
- **Partners** – organizations with a shared responsibility and accountability for the delivery of services to consumers.
- Also see Alberta Government's Making Service Stronger document for additional information.